

THE EFFECT OF AN ETHNOPEDAGOGY-BASED POP-UP BOOK LEARNING MEDIUM ON THE BEGINNING READING SKILLS OF YEAR 2 PUPILS AT SDN PADIKE III

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Abstract

This study aims to analyze the effect of an ethnopedagogy-based pop-up book on the beginning reading skills of second-grade students at SDN Padike III. This research was motivated by students' low beginning reading skills and the limited use of contextual learning media. Previous studies have shown that pop-up books have been widely used to support students' interest, learning outcomes, and reading skills; however, few studies have specifically integrated local culture into beginning reading instruction. The novelty of this study lies in integrating the cultural context of the Talango community into the pop-up book through stories and illustrations depicting fishermen, fishing activities, boats, marine products, and the kirap perahu hias (rokat tase') tradition as an expression of gratitude for marine resources. This study employed a quantitative approach using a pre-experimental method with a one-group pretest-posttest design involving 30 students. Data were collected through tests, observations, and documentation, and analyzed using a paired-samples t-test and N-Gain. The results showed a significant difference between the pretest and posttest scores, with a significance value of 0.000 ($p < 0.05$). The N-Gain score was 30.67, with a percentage of 50.67%, categorized as moderate and sufficiently effective. These findings indicate that the ethnopedagogy-based pop-up book can support beginning reading skills in a concrete, contextual, and meaningful learning environment.

Keywords: Media Pop-up Book; Ethnopedagogy; Beginner Reading Skills

A. Introduction

Education is an effort to create a forum where people can explore their potential, so that skills and abilities emerge naturally. Education provides space for the community to develop and form its independent, active, responsible, sociable, and spiritual personality. This is in line with education according to the Constitution Number 20 of 2003 concerning the National Education System. Chapter I Article 1 Paragraph 1 is that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-recognition, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. One of the efforts to achieve the educational goals is realized through the learning process in various subjects including the Indonesian language. Indonesian language learning has an important role in equipping students with the ability to communicate orally and in writing through the mastery of four language skills, namely listening, speaking, reading, and writing (Maria Ulviani et al., 2023) a. Among these four

skills, reading skills are basic skills that must be mastered from the elementary school level because they are the foundation for the success of students in following the learning process in various subjects.

Reading skills are the most basic skills that must be mastered by children at the elementary school (SD) level. According to (Utari et al., 2023) reading skills are the ability for a person to be able to read a reading properly and correctly, and be able to get the message contained in the reading. Early reading skills for children have an important role in children's skills in developing aspects of textual language and information comprehension. Children's reading skills mastered from an early age will bridge their ability to develop various developmental aspects in their lives (Oktaviana et al., 2021). Meanwhile, according to (Ritonga et al., 2023), reading is an activity carried out to find information that can be obtained in writing. Thus, reading is a process to think about how to understand the content of the writing being read. The more often students are involved in reading activities, the more their reading skills will develop (Haqqah, 2023). When students' reading comprehension is good, the learning process in other subjects will also be easier. However, not a few students feel bored when they have to read textbooks that tend to be boring.

In this study, initial reading skills are understood as students' ability to read simple texts precisely, fluently, and intelligibly. These skills include four main indicators, namely pronunciation, intonation, fluency, and voice clarity. Pronunciation is related to the accuracy of students in pronouncing letters, syllables, and words; intonation is related to the appropriate use of tone, emphasis, and pauses; fluency related to the ability to read without spelling and without stuttering; Meanwhile, voice clarity is related to the ability to convey readings with pronunciation and sound volume that can be heard clearly. These four indicators are used as a basis for measuring the initial reading skills of grade II students in this study.

Based on the results of observations and interviews with grade II teachers at SDN Padike III, Talango District, Sumenep Regency, it is known that students' initial reading skills are still relatively low. Some students are not able to read fluently, are still spelling, have difficulty distinguishing letters that are similar in shape, and are not able to understand the content of reading well. Although teachers have used simple learning media and provided reading exercises gradually, these efforts have not shown optimal results. In addition, the low attendance of students at school also affects the reading learning process so that the development of reading skills is less than optimal. This condition shows the perl of learning innovations that are more interesting, interactive, and in accordance with the characteristics of students. One of the media that has the potential to be used is an ethnopedagogy-based pop-up book, which combines three-dimensional visuals with the cultural context of the location so that it can increase student involvement in reading learning.

To overcome the above problems, the use of interesting learning media will motivate and increase student activities in the learning process. Learning media is a useful medium for conveying information or lessons with the aim that students can be encouraged to learn (Rosmana, 2023). Learning media is a means used to convey learning messages to students so that the material is easier to understand so that learning goals can be achieved effectively and efficiently (Fadilah & Kuswandi, 2025; Kuswandi et al., 2024). The role of media in classroom learning is very important, sometimes even considered a must. In the learning process, the media has an important function and role in delivering learning material. The function of using learning media according to (Sitepu et al., 2025), in addition to improving student learning outcomes, media can also stimulate students' interest in reading. So that students' reading skills can be improved optimally.

One of the media that can be used in improving the initial reading skills of grade II students is the pop-up book media. According to Ellend G Kreiger Rubin, an expert in the field of paper engineering (Q. K. Putri et al., 2019) explained that pop-up book media is an illustration that when the page is opened, pulled, or lifted, a level with a three-dimensional impression will arise. The use of pop-up book media has also been proven to improve students' initial reading skills so that students are able to read well, fluently and no longer stutter (Apriola, 2024; Stephen et al., 2025). This medium provides a concrete and fun visual experience so that it is suitable for elementary school students who are at the stage of concrete operational development, where their understanding is more easily formed through visual objects and direct experience.

In addition to learning media, the learning approach also plays a very important role in improving students' reading skills. One of the approaches that can be applied to learning Indonesian is ethnopedagogy. According to (Hidayat, 2021), learning Indonesian language with an ethnopedagogical approach can be carried out through the stages of building context, modeling texts, compiling texts independently, and retelling with the understanding gained through reading activities. Thus, learning Indonesian not only improves students' literacy skills, but also builds their cultural awareness (Monica, 2025). One of the approaches that is relevant to the characteristics of grade II students at SDN Padike III is the ethnopedagogical approach. The ethnopedagogical approach is an approach in education that emphasizes the integration of cultural values of a society, where learning materials are adapted to the social and cultural environment of students (Ayu et al., 2024; Sugara, U., & Sugito, 2022). Although various studies have proven that pop-up book media is effective in improving students' learning abilities, most studies still focus on learning interests, learning outcomes, and critical thinking skills of reading skills. Meanwhile, research that integrates pop-up book media with ethnopedagogical approaches to improve the initial reading skills of elementary school students is still limited.

Although pop-up book media has been widely used in elementary school learning, previous studies have shown that its applications vary, including improving students'

learning interest, learning outcomes, critical thinking skills, and reading skills (Nazhirah, Israwati, 2024; R. S. Y. Putri, 2024). Research on reading skills has also utilized visual media to help students understand reading materials; however, relatively few studies have directly connected such media with local cultural contexts. Meanwhile, the application of ethnopedagogy in learning has been more commonly used to introduce local culture, support thematic learning, and foster character values. This condition indicates that there is still room for further development in integrating pop-up book media, local culture, and beginning reading skills, particularly in the aspects of pronunciation, intonation, fluency, and voice clarity among lower-grade students

This study offers novelty through the development and use of an ethnopedagogy-based pop-up book that integrates the culture of the Talango community into its stories, illustrations, and reading texts. The cultural elements incorporated include the lives of coastal communities, fishing and marine activities, boats, marine products, and the tradition of the decorated boat procession (*rokat tase'*) as an expression of gratitude for the abundance of marine resources. These cultural elements are not merely used as visual decorations but are integrated into the reading context, enabling students to connect reading activities with the environment and cultural experiences that are closely related to their daily lives. Thus, this study contributes to the use of learning media that combines three-dimensional visual elements with local cultural contexts to support beginning reading skills in a more concrete, contextual, and meaningful way.

Based on this research gap, this study aims to analyze the effect of ethnopedagogy-based pop-up book media on the beginning reading skills of second-grade students at SDN Padike III.

B. Method

This research is a type of quantitative research with an experimental research method that uses a pre-experimental design in the form of one group pre-test design. This research was conducted at SDN Padike III which is located in Talango District, Sumenep. The method used is a quantitative method with the type of experimental research. According to (Kurniawan et al., 2022), experimental research is a research activity that intends to determine the influence of an educational action on student behavior, or test a hypothesis about the influence of a treatment or action when juxtaposed with other actions. The design consists of three stages. First, students are given a pretest to measure the initial ability of initial reading skills. Then students get treatment in the form of learning using ethnopedagogy-based pop-up book media. Finally, students take a posttest to find out the improvement of students' initial reading skills after receiving treatment.

According to (Sugiyono, 2018) quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on a specific population or sample. The data collection technique used is a research instrument, data

analysis is quantitative/statistical, with the aim of testing the hypothesis that has been determined.

Tabel 1. Desain Penelitian One-Group Pretest-Posttest Design

Pretest	Treatment	Posstest
O ₁	X	O ₂

Sumber: Sugiyono (2018)

Keterangan:

O1= Pretest score (before being treated)

X= Treatment in which the class is given treatment

O2= Posttest score (after treatment)

This research was conducted at SDN Padike III, located on Jl. Raya Padike, Talango District, Sumenep Regency. The participants in this study were all second-grade students in the 2025/2026 academic year, totaling 30 students, consisting of 16 male students and 14 female students. The research was conducted in the context of Indonesian language learning, particularly beginning reading skills. The research implementation was adjusted to the Indonesian language learning schedule for second-grade students and the agreement with the school, and was carried out over a period of four weeks consisting of six learning sessions.

The research procedure consisted of three stages: pretest, treatment, and posttest. In the initial stage, students were administered a pretest to measure their beginning reading skills. Subsequently, students participated in six learning sessions using ethnopedagogy-based pop-up book media. In each session, the teacher began the lesson with an apperception activity and connected the learning material with students' experiences and cultural environment. The teacher then introduced the stories and illustrations in the pop-up book, guided students to observe the three-dimensional images, and assisted them in reading the texts both collectively and individually. During the reading activities, students practiced pronunciation, intonation, fluency, and voice clarity. The teacher provided corrections and feedback on the students' reading difficulties. After all six treatment sessions were completed, students were administered a posttest to determine changes in their beginning reading skills following the use of ethnopedagogy-based pop-up book media.

The second-grade classroom teacher served as the facilitator during the learning process by assisting and guiding students throughout the activities, while the researcher was responsible for implementing the media, observing the learning process, and collecting research data. Conducted over four weeks and six learning sessions, the study was designed to provide students with sufficient opportunities to interact with the media and practice their reading skills gradually.

Population is a generalized area consisting of: objects/subjects that have certain quantities and characteristics that are determined by the researcher to be studied and then drawn conclusions. In the context of educational research, the population can be students, teachers, principals, educational institutions, learning documents or events related to educational activities (Sugiyono, 2018). The population in this study is all grade II students

at SDN Padike III in the 2025/2026 school year which amounted to 30 students with many students of 16 males and 14 females.

The sampling technique used in this study is saturated sampling or often referred to as total sampling, which is all members of the population are used as research samples (Suriani & Jailani, 2023). In this study, a sample of grade II will be taken at SDN Padike III for the 2025/2026 school year with a total of 30 students with many students 16 boys and 14 girls. This sample was taken using the total sampling technique or called saturated sample because of the relatively small population of 30 people.

The instrument used in this study was a 10-item early reading test designed around four indicators: pronunciation, intonation, fluency and vocal clarity. Each item was assessed using a rubric based on the pupils' accuracy and reading ability. Both the pre-test and post-test scores utilised the same assessment criteria to determine changes in the pupils' reading skills following the intervention. The validity and reliability of the instrument were first tested. The validity test was conducted using Pearson's Product-Moment correlation with a table r value of 0.361 at a 5 per cent significance level, whilst reliability was tested using Cronbach's Alpha. The test results showed a Cronbach's Alpha value of 0.716, meaning the instrument was deemed reliable.

C. Findings and Discussion

1. Findings

The results of this study are presented in several stages, beginning with the testing of the validity and reliability of the instrument as a basis for the suitability of the measurement instrument used. The validity test was conducted using Pearson's Product-Moment correlation with 30 respondents. The test was carried out using a table r value of 0.361 at a 5 per cent significance level with the aid of SPSS version 25.

Table 2: Validity of the Instrument

No.	Criteria	Number of Questions
1.	Valid	10
2.	Invalid	0
3.	Total	10

Based on Table 2, the results of the validity analysis show that all question items meet the validity criteria because their calculated r values are greater than the r table value. Therefore, all question items are declared valid and can be used as research instruments.

Table 3 Reabilitas Instrumen

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.716	10

Furthermore, based on the table above, the results of the reliability test showed a Cronbach's Alpha value of 0.716. The value is greater than 0.60 so that the instrument is declared reliable. After the instrument is declared valid and reliable, the analysis is continued on the data of the student's pretest and posttest results to determine the

student's initial reading skills. The next stage is descriptive statistical analysis, used to provide an overview of students' learning outcomes and initial reading skills before and after treatment. The results of descriptive statistical analysis are presented in table 4.

Table 4 Reabilitas Instrumen

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	20	80	49.33	14.368
Posttest	30	50	100	80.00	12.318
Valid N (listwise)	30				

The results of the descriptive analysis showed that there was an improvement in students' initial reading skills after using ethnopedagogy-based pop-up book learning media. Based on the results of the pretest and posttest of 30 students, the average pretest score was 49.33 with a standard deviation of 14.368, while the average posttest score increased to 80.00 with a standard deviation of 12.318. The minimum score also changed from 20 in the pretest to 50 in the posttest, while the maximum score increased from 80 to 100. These results show that students' initial reading ability has improved after being treated using ethnopedagogy-based pop-up book media. The next stage is a normality test which is carried out to find out whether the data is distributed normally, so that it can be continued with parametric analysis using a paired sample t-test. The normality test was carried out using the Shapiro-Wilk method because the sample size was <50 students.

Table 5 Uji Normalitas Shapiro-Wilk

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.181	30	.013	.947	30	.137
Posttest	.167	30	.033	.934	30	.063

a. Lilliefors Significance Correction

Based on the table above, the significance value of the pretest is 0.137 and the posttest is 0.063, both greater than 0.05. Thus, the pretest and posttest data are distributed normally, so they are eligible for parametric testing using paired sample t-test.

Table 6 Paired Sampel T-test

Paired Samples Test						
Paired Differences						
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Sig. (2-tailed)
			Lower	Upper		

Pair 1	Pretest Posttest	-30.667	8.277	1.511	-33.757	-27.576	-20.294	29	.000
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The results of the *paired sample t-test* showed a value of $t = -20.294$ with sig. (2-tailed) $= 0.000$ (< 0.05). In addition, the average difference between pretest and posttest scores is 30,667 points with a 95% confidence interval ranging from -33,757 to -27,576. These results show that there is a significant difference between pretest and posttest scores. Thus, H_0 was rejected and H_1 was accepted, which means that ethnopedagogy-based pop-up book learning media has a significant effect on the initial reading skills of grade II students at SDN Padike III. To determine the improvement of students' science literacy skills after treatment, it is necessary to conduct an N-Gain analysis with the classification of grade acquisition categories, namely:

Table 7: Classification of Mark Categories

Nilai N-Gain	Category
$g > 0,7$	Height
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Table 7 Analisis N-Gain

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Pretest	30	10	50	30.67	8.277
Max_Pretest	30	20	80	50.67	14.368
Valid N (listwise)	30				

Based on the results of the N-Gain analysis, an average score of 30.67 or 50.67% was obtained. Based on the N-Gain category, the score is included in the medium category, which shows that the learning applied is able to improve student learning outcomes with a fairly good level of effectiveness. In addition to using the test, the researcher also used supporting data in the form of a questionnaire to determine students' responses to the use of ethnopedagogy-based media-up books in learning Indonesian.



Figure 1. Teachers when using ethnopedagogy-based pop-up book media



Figure 2. The implementation of learning using ethnopedagogy-based pop-up book media

Discussion

The results of the study showed that the use of ethnopedagogy-based pop-up book learning media had a significant influence on the initial reading skills of grade II students at SDN Padike III. This is evidenced by the increase in the average student score from 49.33 during the pretest to 80.00 during the posttest. In addition, the results of the paired sample t-test showed a significance value of 0.000 ($p < 0.05$), which showed that there was a significant difference between students' reading ability before and after the use of ethnopedagogy-based pop-up book media. This research indicates that ethnopedagogy-based pop-up book media is able to create more meaningful, contextual learning, and encourage students to build knowledge through direct learning experiences. This is due to several factors, including the effectiveness of the application of pop-up book media which stimulates the development of students' reading skills. Students' reading skills in using pop-up book media are fluent in reading, where all students do not stutter anymore in reading.

Before being given the treatment, most students still have difficulty in their initial reading skills. Students are not able to read fluently, are still spelling, and are not able to read with good pronunciation, intonation, and voice clarity. In addition, some students also experience difficulties in understanding the content of reading because learning is still dominated by the use of books and simple media that are not able to attract students' attention. This condition shows that students need learning that provides a more concrete reading experience as well as the opportunity to do direct and repeated exercises.

After the use of ethnopedagogy-based pop-up book media, students' reading skills showed improvement. The improvement can be attributed to the use of three-dimensional illustrations that provide a concrete visualization of the content of the reading. The presentation of images that can be observed directly helps students connect the text with objects, characters, or situations in the story so that the information read is not only received in written form. In addition, the interactive elements on the pop-up book allow students to observe images, open pages, read text, and follow learning activities in person. Through the activities of observing pictures, reading texts, discussing, and connecting the content of the reading with daily experiences, students gain a more concrete and meaningful learning experience. This process can support the improvement of reading fluency, pronunciation accuracy, the use of appropriate intonation, and understanding of the content of the reading.

This theory is based on the theory of constructivism put forward by Piaget and Vigotsky, according to Piaget states that students' knowledge will develop when students face new experiences that will build and modify initial knowledge, while Vigostky is famous for constructivism emphasizing that knowledge is built through social interaction and tools (scaffolding), which in learning Indonesian is very effectively realized through the media of po-up books (Nurjamilah, 2025).

The integration of ethnopedagogical approaches further strengthens the learning process because the reading material is not presented in the abstract, but is associated with the local culture and environment that students are already familiar with. The presentation

of stories, illustrations and Talango cultural values in pop-up book media makes it easier for students to understand the content of the reading because they can relate the information they read to their daily experiences. This contextual learning helps students build a better understanding of reading, so that it has an impact on improving reading fluency, pronunciation accuracy, the use of intonation, and the ability to understand the content of reading.

The success of the use of ethnopedagogy-based pop-up book media is also supported by the results of observations during the learning process. All stages of learning can be carried out well, and teachers are able to make optimal use of the media in guiding students to read. Students look more enthusiastic and actively involved during learning through observing illustrations on pop-up books, reading texts in turns, discussing the content of the reading, answering questions, and relating stories to local culture they are familiar with. This active involvement creates a more fun and interactive learning atmosphere so that students are more confident in reading and understanding the content of the reading.

The findings of this study are in line with research (Apriola, 2024) which shows that the use of pop-up book media is able to improve the initial reading skills of elementary school students through the presentation of attractive and interactive images. The results of this research also support research (Sittepu et al., 2025) which concluded that pop-up book media is able to improve reading skills because it encourages active student involvement in the learning process. In addition, (Juniyanti, 2025) explained that pop-up book media based on local culture can increase readership, curiosity, and provide a more meaningful learning experience. The similarity of these results shows that the use of visual media combined with cultural context is an effective strategy to improve the literacy skills of elementary school students.

However, this study has different characteristics from previous research. Most previous studies only used pop-up book media as a visual medium to improve learning outcomes or reading skills. This study uses pop-up book media by integrating an ethnopedagogical approach through the presentation of stories, illustrations, and local Talango cultural values. This integration makes the media not only function as a learning tool, but also as a means of introducing local culture to students from an early age. Thus, this research contributes to the development of Indonesian language learning which is not only oriented towards improving initial reading skills, but also on strengthening cultural literacy through contextual and meaningful learning.

The findings of this study are also strengthened by the positive response of students to the use of ethnopedagogy-based pop-up book media. The results of the questionnaire showed that most of the students gave a very good assessment of the media used. Students assessed that pop-up book media made reading activities more interesting, helped them understand the content of reading more easily, and increased motivation to participate in learning. The positive response shows that media that combines three-dimensional visual elements with the context of local culture is able to create a more enjoyable and meaningful learning experience for students.

The high response of students to the aspect of ease of reading comprehension indicates that pop-up book media has succeeded in helping students build understanding through the presentation of concrete illustrations and reading materials that are close to their lives. Meanwhile, high motivation to learn shows that the use of interactive media is able to increase students' attention, curiosity, and active involvement during the learning process.

Although this study indicates that ethnopedagogy-based pop-up books influence pupils' early reading skills, the findings are limited as they involved only 30 pupils in a single class using a one-group pre-test-post-test design. This design does not allow for direct comparison with a non-treatment group. Therefore, further research is recommended using an experimental design involving a control group, expanding the sample size and characteristics, and applying ethnopedagogy-based pop-up books to various subject matters or school levels to test the consistency of the medium's effectiveness across different learning contexts.

E. Conclusion

Based on the results of the research, it can be concluded that ethnopedagogy-based pop-up book learning media has a significant effect on the initial reading skills of grade II students of SDN Padike III. This is evidenced by the results of the paired sample t-test which showed a significance value of 0.000 ($p < 0.05$), so that there was a significant difference between students' reading ability before and after being given treatment. Meanwhile, the results of the N-Gain analysis showed an average score of 30.67% which was included in the medium category, with an effectiveness rate of 50.67% which was in the category of quite effective. These results show that ethnopedagogy-based pop-up book media can be used as an alternative media for learning Indonesian to support initial reading skills through concrete and contextual learning and introduce local culture to students. Further research is recommended using a quasi-experimental design with a control group and a larger sample count to obtain stronger evidence regarding the effectiveness of the media.

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